

Resource Guide

CRISIS MANAGEMENT

*Guidelines,
Strategies,
& Tools*

Idaho Department of Education
Safe and Drug-Free Schools Program
Fall 2002

Dr. Marilyn Howard
Superintendent of Public Instruction

Claudia Hasselquist, Coordinator
Safe And Drug-Free Schools Program

Provided as a resource by the

Idaho Department of Education
Safe and Drug-Free Schools Program
Climate/Discipline Program
P. O. Box 83720
Boise ID 83720-0027
Phone: (208) 332-6960
Fax: (208) 334-2229

A copy of this Resource Guide can be down loaded from our website at:
<http://www.sde.state.id.us/Safe/Publications>

Fall 2002

A special thanks

The Idaho Resource Guide for Crisis Management has been adapted from the Virginia "*Resource Guide For Crisis Management in Virginia Schools*" with the express consent from Jo Lynne DeMary, Superintendent for Public Instruction, Virginia Department of Education and Arlene D. Cundiff, Coordinator, Safe and Drug-Free Schools Program, Virginia Department of Education.

The Eastern Kentucky University Justice and Safety Center as part of a project funded by the National Institute of Justice compiled the informational resources. Resources listed are from the School Critical Incident Planning- An Internet Resource Directory (2001).

The Comprehensive Safety/Security Assessment Report was adapted from Cumberland County, NC, School System and Franklin County Educational Council, Columbus, OH.

"Is Your School Prepared for a Crisis?" adapted from a survey developed by Melissa Caudle and published in The Executive Educator, November 1994.

Dear Idaho Educators:

The SAFE SCHOOLS and CRISIS MANAGEMENT Guidelines, Strategies, and Tools booklet, originally published in August 1999, was produced as a part of the Idaho Department of Education's comprehensive approach to the Safe and Drug-Free Schools Program.

The contents of this user-friendly booklet are intended to help districts plan effectively. Included are guidelines on components of safe schools, safety/security assessment, elements of effective crisis management, crisis survey, examples of crisis management planning, and a comprehensive checklist for a safe and secure school. ***This revised publication contains new material to help schools and districts respond appropriately to unexpected acts of terrorism.***

The new Federal "No Child Left Behind Act," signed into law by President Bush on January 8, 2002, requires "....a crisis management plan for responding to violent or traumatic incidents on schools grounds." It is hoped that this booklet will assist districts as they update and/or design their plans.

Our goal is to provide resource materials to ensure the safest environments possible for Idaho students. Thank you for your help in ensuring the safety of our young people.

Sincerely,

Dr. Marilyn Howard
Superintendent of
Public Instruction

Claudia Hasselquist, Coordinator
Safe and Drug-Free Schools
Climate and Discipline

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GUIDELINES FOR SAFE SCHOOLS PLANS

The Idaho State Department of Education's Safe and Drug-Free Schools Program offers the following framework for creating safe schools. A safe school is both a condition for and an outcome of an effective school. An orderly, disciplined, and safe school depends on a comprehensive consideration of the total environment and climate of the school: physical, social, academic, and school-community relationship.

Definition of Safe and Effective Schools

A safe and effective school is one:

1. Perceived to be orderly, disciplined and safe by students, educators, and parents.
2. Where repeated absences, inadequate academic performance, and/or dropouts, withdrawals, or transfers due to feeling afraid in school are progressively decreasing to zero; and
3. Where those factors that contribute to desired outcomes are progressively developed and nurtured.
4. Where any increase in reported incidents can be tied to either (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts.
5. Where specified problems or incidents of disruption, crime, and violence are progressively decreased to zero.

Components of Safe Schools

Physical Environment

Grounds and Buildings: Safe and effective schools exhibit:

- Well-maintained facilities, grounds, and perimeters
- Controlled access to each facility, and surrounding grounds
- Notices controlling access and directing visitors and occupants around school property
- Well-lighted and sighted access and traffic areas

Surveillance Support: Safe and effective schools include:

- Staff who are prepared to respond to alarms or detection of security threats or violations
- Law enforcement officers and trained staff and/or volunteers to patrol school property
- Essential, accessible, and functional communication devices for various users' support of security.

Policies and Procedures: Safe and effective schools adopt:

- Policies that guide, direct, and limit access to and movement about school property
- Policies and procedures that guide responses to security violations

Social/Cultural Environment

Expectations and Values: Safe and effective schools have...

- Clearly stated and written expectations of behavior and conduct for all school participants
- Clearly stated and written consequences for inappropriate behavior and conduct for all school participants
- Established procedures for clear, consistent, and equitable enforcement of policies, and personnel who are prepared to implement such procedures

School Climate: Safe and effective schools...

- Operate on the basis of "total quality" concepts (e.g. provides meaningful involvement and empowerment of all stakeholders)
- Promote mutual respect, acceptance, and affiliation among all stakeholders
- Create an environment that is free of threats and intimidation and is welcoming and inviting
- Do not tolerate or enable even subtle forms of disruption, crime, and harassment

Academic and Special Programs

Curriculum and Instruction: Safe and effective schools have...

- Curriculum goals, integrated curricula, and educational programs that promote character education, effective social skills, problem solving and decision making, anger management and conflict resolution, and good citizenship
- Instruction that is tailored to students' needs, interests, and abilities

Alternative Education: Safe and effective schools provide alternative learning programs that...

- Reflect the curriculum and instruction standards identified for all schools
- Connect with the regular education and other external programs so as to permit effective transitions of students between placements.

Extracurricular Programs: Safe and effective schools incorporate programs that...

- Appeal to and involve all segments of the student body

Parent and Community Involvement

Parental Support and Involvement: Safe and effective schools include...

- Effective communication between parents and educators
- Parents who participate in each child's school and overall development and performance (e.g. academic, character, and conduct)
- Shared responsibility between parents and the school for student safety, discipline, and positive involvement in school
- Effective educational programs for parents to support the above

Community Support and Involvement: Safe and effective schools...

- Establish lines of communication with all relevant community agencies/organizations (e.g., law enforcement, mental health, social services, public health and juvenile justice)
- Help to broker quality supervised care and recreation for students outside of regular school hours
- Provide access to essential data and information on the health and welfare of the community, which can be used to identify critical needs of and plan related programs and interventions for school stakeholders
- Participate and cooperate with relevant community agents toward collaborative strategic planning and policy and program development

SCHOOL DISTRICT POLICY

Essential elements of effective crisis management in schools are:

Policy and Leadership

Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan, and individual building plans which operate within the framework of the district plan but are tailored to the conditions and resources of the individual school. Leadership ensures effective implementation of plans and maintenance of preparedness.

The Crisis Response Team

A school Crisis Response Team can be a highly effective organizational unit for dealing with a variety of crises. Such teams can operate at three levels: individual school building, district wide, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.

The School Crisis Management Plan

The plan should be in writing, updated as often as necessary, and distributed to every staff member. The plan should clearly identify what response is needed in each emergency situation, so that staff members will know in advance how to react in time of crisis. (A separate document, the Safe School Audit Handbook, is an excellent starting point for crisis-plan development.)

Critical Incident Management Plan

A critical incident management plan focuses more narrowly on situations that involve imminent danger to life and limb and require a coordinated interagency response involving public safety resources. Such responses are organized using an Incident Command System (ICS), part of a Standardized Emergency Management System (SEMS).

Communications

When a crisis occurs, effective communication is essential--within the building and the district, with parents and the community, and with the news media, which is often the fastest conduit to the public. Effective communication can speed the restoration of equilibrium; conversely, **poor communication can cause a bad situation to escalate.**

Training and Maintenance

Preparation for and response to crises rely on people understanding policies and procedures and knowing what they are to do. These are achieved through *training*.

Maintaining preparedness is an ongoing process that involves debriefing following crises, periodic review and updating, and ongoing training.

Adapted from the Virginia Department of Education Resource guide for Crisis Management in Schools.

School District Policies Typically Include The Following Elements:

- A definition of “crisis;”
- A requirement that each school establish a crisis management team and development of a school site crisis management plan;
- Specifications for membership of the crisis management team and development of a crisis management plan;
- Specifications for issues to be addressed in each school’s crisis management plan, usually including designation of chain of command, development of protocols for management of specific types of crises, coordination of communications, provisions for support services, staff in-service training, and periodic review of the plan.
- Specifications for development with appropriate community public safety and other agencies of a critical incident management plan.

TERRORISM

Adapted from the "Resource Guide for Crisis Management in Virginia Schools." Permission granted from the Office of Compensatory Programs, Virginia Department of Education

General Information

The terrorist attacks in September 2001 have brought to light the need for school crisis management plans to include strategies to protect students and staff in the event of subsequent attacks. Two key variables in responding to a terrorist attack are the nature of the terrorist threat and how much warning time there is available. In all cases of terrorist threat, school officials should establish and maintain close communication with local public safety officials.

Types of Terrorist Attacks

The Federal Bureau of Investigation (FBI) categorizes terrorism in the United States as one of two types—domestic terrorism or international terrorism.

- I. **Domestic Terrorism:** Involves groups or individuals whose terrorist activities are directed at elements of our government or population without foreign direction.
- II. **International Terrorism:** Involves groups or individuals whose terrorist activities are foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

The Department of Defense estimates that as many as 26 nations may possess chemical agents and/or weapons and an additional 12 may be seeking to develop them.

The Central Intelligence Agency reports that at least ten countries are believed to possess or be conducting research on biological agents for weaponization.

According to the Federal Emergency Management Administration (FEMA), the weapons of mass destruction (WMD) likely to be used by terrorist fall into four categories: 1) conventional, 2) chemical, 3) biological, and 4) nuclear. Specific guidelines for schools have not yet been developed; however, some preliminary considerations are set forth below:

1. **Conventional Weapons:** Conventional weapons include bombs and other explosive devices. The goal is to place students and staff in a protected space and/or to increase the distance from the blast area. Possibilities include:
 - Move to basement rooms, if possible.
 - Move to interior hallways, away from windows, closing doors to exterior rooms.
 - Assume "duck and cover" position.
 - Shut off gas utilities.
 - If school buildings themselves are targeted, evacuate to other schools or community spaces, such as community centers or churches should be considered.
 - Release students to their parents / other authorized persons in accordance with emergency release procedures.

2. Chemical Weapons: Chemical agents are poisonous gases, liquids, or solids that result in toxic effects on people, animals, or plants. Most chemical agents cause serious injuries or death. The goal is to limit exposure to contaminated air:

- In the absence of gas masks, (usually not available in sufficient quantity and present other practical problems) direct all students into buildings, close all windows and doors, and shut off heat, ventilation, and air conditioning (HVAC) systems.
- Ground-level spaces are preferable to basement areas, since vapors may settle and become trapped in basements.
- Decisions to evacuate should be based on reliable information from public safety officials about the location of the chemical release and the direction and speed of winds carrying the agent toward or away from the school.
- If students are released to parents, procedures to minimize the penetration of airborne substances must be employed.

3. Biological Weapons: Biological agents are organisms or toxins that have illness-producing effects on people, livestock, and crops. They can be dispersed as aerosols or airborne particles.

Biological weapons present a particular challenge because symptoms may not become apparent for days or weeks following exposure. Schools must rely on medical expertise in the development of procedures for responding to biological attack. Consider the following:

- If an attack is identified while it is occurring, direct students into buildings, close all doors and windows, and shut down HVAC systems. Just as with chemical weapons, the goal is to prevent or reduce exposure to the substance.
- Release students to their parents /other authorized persons in accordance with emergency release procedures.
- Because many biological weapons are contagious, school will likely be closed after an attack, pending clearance by medical authorities.

4. Nuclear Weapons: Just as with conventional weapons, the goal is to place students and staff in a protected space and / or to increase the distance from the blast area. Such weapons present a threat of not only blast effect but also exposure to radiation. Possibilities include:

- Move to basement rooms, if possible
- Move to interior hallways, away from windows, closing doors to exterior rooms
- Assume “duck and cover” position.
- Shut off gas utilities
- Release students to their parents/other authorized persons in accordance with emergency release procedures

Guidelines for Bio-Hazard Threats

Following procedures established by your local emergency responders (fire departments, police, SEMA, HAZMAT, Etc.), implement the following procedures if your school receives any kind of bio-hazard threat (including anthrax and chemical agents), or if your school experiences a bio-hazard emergency.

- Should you receive such a threat or have an actual bio-hazard emergency, immediately call 911 or report the threat; call the appropriate contact person in your school district.
- The persons immediately exposed to the potential agent **MUST** remain where they are and try to avoid inhaling or touching the substance.
- Try to contain the substance in the package in which it came. Do not attempt to clean any spilled contents. Cover the spilled contents and the package or letter with anything handy—trash can, cardboard box, paper, etc.
- Proceed with lock-down procedures. Use a code and explain that information will be forthcoming. Attempt to dispel alarm and panic by keeping information basic. All staff/students should remain in their respective areas until notified otherwise.
- Do not evacuate students outside or send them home until the emergency responders have done their investigation.
- If it is necessary to move or evacuate students and staff to a different location, the HAZMAT team or other emergency responder will provide instructions to administrators as to how it will be done. If students and staff are moved/evacuated, remind staff to take grade books, purses, and seating charts.
- Administration must inform the custodial/maintenance staff to shut down all heating and air handling units in affected area.
- Keep the faculty, staff and students as informed as necessary. Work with emergency personnel who will provide necessary and accurate information.
- Debrief students and staff after the incident.



Related Reading:

Guide for All-Hazard, Emergency Operations Planning, State and Local Guide. Chapter 6—Terrorism. Federal Emergency Management Administration (FEMA). (2001.) Available online at www.fema.gov/

Lessons Learned from September 11

Lessons Learned and Recommendations

To gain a better understanding of actions taken in response to September 11, the U.S. Department of Education has met with educators, students, teachers, administrators, law enforcement officials, medical experts and mental health professionals from around the country. These meetings were very productive, and the following items were determined to be critical elements to ensuring successful crisis management.

- We strongly urge schools to have a **plan for dealing with crisis**, including crises such as school shootings, suicides, and major accidents, as well as large-scale disasters, such as the events of September 11, that have significant impact on schools throughout the country. We recommend that every school review its school safety plan to ensure that it is comprehensive and addresses a wide range of crisis situations. Schools that do not have a school safety plan should implement a plan immediately. Some suggestions regarding issues that should be addressed in a school safety plan are included at the end of this document.
- Effective school safety plans are developed with **input from, and support of, a variety of public and private agencies**, including agencies representing law enforcement, fire departments, emergency services, victim services, and agencies responsible for homeland security. To be effective, school safety plans must communicate goals and assignments clearly and be updated regularly to remain relevant over time. Whether schools are reviewing existing plans or developing new ones, they should seek to include agencies with relevant expertise that may not have routinely partnered with schools.
- Developing a comprehensive school safety plan is only part of the task. Schools should **conduct practice drills** on a regular basis, and the results of practice activities should be reviewed to determine if revisions are needed. Practices can be incorporated within regularly scheduled safety activities, such as fire drills. Schools are encouraged to maintain contact with agencies that respond to crises, such as local law enforcement and fire departments, emergency preparedness agencies, and the National Guard, to ensure schools are included in any community-wide emergency preparedness drills.
- During a crisis, there is no guarantee that normal chains of communication, command, and control will work as intended. Communication between schools and central headquarters can be disrupted, delayed, or otherwise impeded during a crisis. School-level administrators cannot be certain that information, guidance, or orders will be available, and they must have the skills and confidence to respond to any crisis situation they may face. School administrators are encouraged to **consider several options for overcoming communication difficulties**.

1. They may want to delegate decision-making authority to building-level principals during times of crisis.
 2. School district officials should work closely with law enforcement officials and other emergency service agencies in advance or a crisis situation to ensure that clear lines of authority are established and well known.
 3. We encourage officials to work with experts in the telecommunications field to understand what communication links are likely to be affected in certain circumstances, and explore back-up systems or plans, including “low-tech” or nontraditional communications strategies.
- Accurate and timely information on a crisis needs to be provided to students, family members, and faculty when appropriate. Absent such information, rumors and false information are likely to spread, which can cause additional problem for school and law enforcement officials. Therefore, school districts should develop **a detailed procedure for providing accurate and timely information** to students, parents, and faculty.
 - School policies that address typical problems may not provide adequate guidance regarding some situations faced by schools in recent years. Policies need to be reviewed to assure that they address a wide range of situations. We encourage school districts to **review policies related to the possession of cell phones, terror hoaxes, and assessment of threats** against schools, students, and faculty. We believe all threats made against students, faculty, and school property must be taken seriously and handled appropriately. We also encourage schools to work with parents, faculty and students to develop strategies for publicizing the serious consequences associated with making threats.
 - **School safety plans must address issues beyond safety and consider the health and mental health needs** of students, faculty, and parents that result from a crisis. Crises such as the ones experienced at Columbine and on September 11 affect students, faculty, and parents to varying degrees in every school district. When addressing health and mental health issues, school safety plans should recognize that some students, faculty, and parents may require these health-related services for long periods of time. We recommend that every school safety plan include a section that deals with recovery issues, including the health and mental health needs of students, faculty, and parents.
 - Almost every community has access to the health and mental health services that can address the needs of those affected by crisis, but many school districts have not developed linkages with the organizations that can provide these services, and as a result, these services are not immediately available in time of crisis. We encourage school districts to **initiate conversations with local health and mental health providers and develop a “memoranda of understanding” to delineate roles and responsibilities in times of crisis.**
 - Schools experiencing major crises invariably receive an outpouring of support from potential volunteer who want to help. However, few districts have a plan in place to **screen volunteers** to make sure they are qualified and suitable to provide services in schools. We recommend that school safety plans include a

process for screening persons who volunteer to assist during a crisis. Schools may want to consider having a cadre of experts and other service providers prescreened, so they can participate in emergency response activities without any delay.

- Only a few school districts have staff members who are adequately trained to deal with the results of a crisis such as a school shooting or the events of September 11. We encourage every district to **designate and train a person, or group, to act as lead official(s) for response to crisis situations.**
- Students are sometimes further traumatized by actions taken, often with the best intentions, by teachers, faculty, and parents. Constantly retelling or reshowing portrayals of violent events can have a traumatic effect on students. School districts are encouraged to work with mental health service providers, teachers, and parent groups to **establish guidelines for activities that respect the developmental capacity of students.**

Additions to Consider for School Safety Plans in Response to September 11

Schools need to develop comprehensive school safety plans that address the variety of crises they might face. While many schools and school districts have revised school plans to address shootings such as the tragedy at Columbine High School, the terrorist attacks in New York City and Virginia raise concerns that may not be addressed in current plans. The information below identified specific concerns and suggests possible approaches to addressing them.

Evacuation: A major crisis may require several schools to be evacuated simultaneously. Because school plans frequently call for students to be evacuated to other schools in the district, alternate evacuation sites and routes should be identified. This will necessitate coordination of safety plans for individual schools with district-wide plans. Special plans are also necessary to address the threat or suspicion of bio-terrorism. In these situations, evacuation procedures must ensure that cross-contamination does not occur.

Attendance: In a major crisis, schools may need to quickly account for students. A plan for collecting and maintaining accurate attendance figures throughout the school day is necessary to provide data for this process. Schools should remember that attendance records should be stored in locations that are readily accessible to teachers, administrators, emergency service workers, and law enforcement officials.

Information for Parents: Parents expect schools to provide quick and accurate information regarding the location and status of their children. Schools should establish procedures for making such notifications and should regularly share those procedures with parents. A major crisis impacting an entire community may also require evacuation of parents or other caregivers from their homes or places of employment. As a result, school safety plans need to address alternatives for communicating with parents. This scenario also requires schools to examine procedures for releasing students to parents or other caregivers. If parents or other designated individuals cannot reach their

students or if students cannot be transported to their homes, schools should have a plan to respond appropriately.

Transportation: Alternate strategies for transporting students during evacuations and/or to their homes must be considered. During a large-scale crisis, usual methods for transporting students may not be available. Further, schools located in some sites such as military bases may be closed to the public, thus alternatives for transporting those students would be necessary.

Lead Official: Every school site should have one person designated “lead official,” who is well-trained, well-acquainted with all of the school safety plan, and has the authority to take charge during a crisis. In addition to the lead official, schools should have a deputy or assistant lead official in case the lead official is not available in a time of crisis. Lead officials should meet regularly with law enforcement and other emergency responders to clearly define the roles and responsibilities for everyone involved.

Helping Children Cope with Crisis: Advice for Parents and Teachers

In the immediate aftermath of the September 11, 2001 terrorist attacks, the U.S. Department of Education and the National Association of School Psychologists offered the following advice for helping children cope:

For Parents and All Adults

- Be calm. Children take emotional cues from parents and other significant adults.
- Reassure children that they and their loved ones are safe. Explain that the World Trade Center and Pentagon were targeted by terrorists because they symbolize our nation's economic and military strength and that schools, homes, and other offices are safe.
- Monitor or restrict viewing of television coverage. Over exposure to graphic scenes can traumatize young children.
- Stick to facts when discussing current events with or around children. Don't embellish news reports or dwell on morbid or sensational details.
- Remind children that good people such as police officers, firemen, doctors, emergency medical technicians, and members of the armed forces are helping those who are hurt and working to prevent additional attacks.
- Remind children that it is not fair to blame all members of a religious or ethnic group for the actions of a few.
- Children also may find comfort and reassurance by participating in communal expressions of concern, including religious services.
- As far as possible, maintain family routines, for meals, homework, chores, and bedtime.

For School and Teachers

- Let children express their feelings – including anger. Inform parents if children display extreme levels of anxiety, fear, or anger. If warranted, advise parents of the availability of school and community counseling services.
- Empower children by telling them that there are things they can do to help. Children can make and send get-well cards to injured survivors or write letters to the families of victims. Children also can put up flags or create patriotic posters or displays to express their support for our country during this time.
- Be mindful of children who may have a personal connection to the tragedies in New York, Virginia, and Pennsylvania. Children who have recently visited the Pentagon or the World Trade Center may feel a personal loss.
- Adherence to established school schedules and classroom routines may reduce anxiety among young children.
- Potentially upsetting information should be shared by teachers directly with students and not announced over the public address systems.
- Allow time for age-appropriate classroom discussion of current events. Teacher should guide discussion but not dominate.
- Listen for students' cues while providing information and guiding discussions of current events.
- Be sensitive to the anxiety some students may feel if a parent or other loved one is required to travel, especially by air.
- Include school psychologists, counselors, and crisis team members in planning for future domestic and international events. Incorporate strategies for troubleshooting and monitoring student needs.

Source: Joint statement of the U.S. Department of Education and the National Association of School Psychologists, September 2001.

Related Reading

Office for Victims of Crime (OVC) Handbook for Coping After Terrorism: A Guide to Healing and Recovery. This handbook provides victims of terrorism with information based on the expertise of mental health professionals, crisis counseling, and victim assistance professionals. Available free by calling 800-627-6872 and asking for NCJ190249.

SAMPLE PROCEDURE FOR HANDLING SUSPICIOUS OR THREATENING LETTERS OR PACKAGES

1. Do not open any letter or package until you have inspected it thoroughly. According to the Postal Service, some typical characteristics that ought to trigger suspicion include letters or parcels that:
 - Have any powdery substance on the outside
 - Are unexpected or from someone unfamiliar to you
 - Have excessive postage, handwritten or poorly typed address, incorrect titles or titles with no name, or misspellings of common words
 - Are addressed to someone no longer with your organization or are otherwise outdated
 - Have no return address, or have one that can't be verified as legitimate
 - Are of unusual weight, given their size, or are lopsided or oddly shaped
 - Have an unusual amount of tape
 - Are marked with restrictive endorsements, such as "Personal" or "Confidential"
 - Have strange odors or stains.
2. Contact your principal or supervisor who will call the appropriate public safety officials and describe the situation. The school division central office is to be notified also.
3. If a suspicious or threatening letter is received, the Postal Service advises
 - Handle with care. Don't shake or bump the package.
 - Don't open, smell, touch or taste the letter or package or its contents.
 - Isolate the suspicious item.
4. Anyone in the immediate vicinity of the letter must remain in the area. Take steps to admit no additional persons to the area. The room and adjoining rooms should be secured.
5. The custodian/maintenance staff will shut off the HVAC system.
6. Depending on the advice of public safety officials, the building may need to be evacuated and/or quarantined.

The Postal Service also recommends that if a letter/parcel is opened and/or a biological or chemical threat is identified:

- Isolate it—Don't handle it.
- Evacuate the immediate area.
- Wash your hands with soap and warm water.
- Call the police
- Contact postal inspectors
- Call the local fire department/HAZMAT unit.

RELATED ISSUES

Bomb Threats

Bomb threats are a significant problem to schools throughout the United States. Although more than 90 percent of bomb threats turn out to be pranks, school district must take each threat seriously because of the real potential for death and serious injury.

In locations where bomb threats occur frequently, school officials should work with telephone companies to install technology that can facilitate attempts to trace threatening calls. In addition, since students who are absent from school often perpetrate hoax calls, the day's absentee list should be examined carefully for potential sources of such calls.

Essentials

1. All threats are taken seriously.
2. The school district has procedures in place to deal with bomb threats:
 - A checklist to guide the action of the individual who receives a threat over the telephone;
 - Notification procedures (including law enforcement);
 - Search procedures;
 - Procedures for safety evacuating the building(s) as appropriate; and,
 - Procedures for securing the crime scene.

Evaluation: Pros and Cons

1. There is no black and white line for determining when to evacuate the school; evacuation may not be the most appropriate strategy.
2. When students see an immediate evacuation each time a bomb threat is received, they quickly learn that the best way to get out of a class is to call in a bomb threat.
3. All bomb threats must be taken seriously and carefully analyzed. Factors to consider include:
 - a. Have there been national bomb incidents lately?
 - b. Have there been other hoaxes lately?
 - c. Has a hostile student been suspended recently?
 - d. Are there exams scheduled for today?
 - e. Is there any unexplained student unrest?
 - f. Are there any rumors circulating about a student threatening to harm others?
 - g. How much information did the caller provide? How specific is the information? (In general, you can get more specific information out of a caller when it is not a hoax.)
 - h. How serious was the caller's voice?
 - i. Are there any missing chemicals?
 - j. Have there been any recent break-ins?
 - k. Did the caller give repeated warnings? (This seriously escalates the degree of danger.)
 - l. Are there surveillance video tapes to check?

Action Alternatives

1. Conduct a low profile search of the exterior grounds and public areas of the building.
2. Conduct a comprehensive search having all staff search their work area, in addition to the grounds and public areas.
3. Search with partial evacuation.
4. Evacuate after searching.
5. Evacuate immediately after clearing exit routes and assembly areas.

When conducting a search:

- a. No two-way radios or cell phones should be used.
- b. Searches should be systematic; conducted in levels:
First, search the floor and area up to waist high;
Second, search waist high to chin high; and
Third, search chin high to the ceiling.

Suspicious objects should not be touched. Law enforcement should be notified.

Strategies to Discourage Bomb Treats

1. Do not release students but relocate them onto busses or into other facilities while the search is conducted.
2. Require lost time to be made up on weekends or at the end of the school year.



Related Readings

National School Safety Center (NSSC) Sample Crisis Response Plan – Bomb Threat, Bomb Threat with Suspicious Package, and Actual Bomb Explosion.

Access at http://www.center-school.org/viol_prev/css/nsscbombchart.pdf

Bomb Threats and Physical Security Planning. Bureau of Alcohol, Tobacco and Firearms, Department of the Treasury.

Access at <http://ericcass.uncg.edu/cirtuallib/violence/bombthreat.pdf>

Managing Bomb Threats for School Administrators by Marie Courtney. Access on the American Academy of Experts in Traumatic Stress website at www.aaets.org/arts/art99.htm

Coming in Fall 2002: An Interactive CD-ROM for school administrators about bomb threat assessment from the U.S. Department of Education and the ATF.

Check www.ed.gov/offices/OESE/SDFS for more information.

IS YOUR SCHOOL PREPARED FOR A CRISIS?

*How are you doing on the crisis management front?
Are you prepared if disaster strikes--or just hoping that it will not?*

Directions: Answer "**true**" or "**false**" to each of the following 25 items.

Be honest in your response.

	1. My school has a crisis plan.
	2. A crisis will not happen to me or occur on my campus.
	3. There are established guidelines for school personnel to follow for disruptive students and gang activity.
	4. We have established written guidelines and procedures for natural disasters, medical emergencies, mechanical breakdown, and student and staff deaths.
	5. During the last school year, there has been a major crisis in my school.
	6. During the last school year, there has been a major crisis in my district.
	7. During the last school year, there has been a major crisis in a school within my state.
	8. Crises sometimes occur on or near school grounds.
	9. The neighborhood in which my school is located is near the area where drug deals frequently occur.
	10. Visitors are screened, required to sign in, and issued passes while on school grounds.
	11. Emergency supplies are kept on-hand and up-to-date.
	12. There is a system in place to alert all staff members of a major crisis, which enacts a "stay-put ruling" until further notice from the principal.
	13. If a student handed any staff member a loaded gun, or if a staff member found a gun on campus, staff members would know the proper procedures associated with gun safety.
	14. Parents can be contacted quickly in emergency situations.
	15. Vandalism occurs frequently to our school property.
	16. Lockers are assigned to all students.
	17. My school adheres to a strict dress code and book bag policy--that is, clear or mesh book bags, no colors for gang identification, etc.
	18. There is an emergence of gangs in my community, both for girls and boys.
	19. At least 20 percent of the students enrolled in my school have prior arrest records or are currently on probation.
	20. Students have been reporting that they are afraid to come to school because they fear personal harm.
	21. My school's truancy, suspension, expulsion, and dropout rates are increasing.
	22. My school employs one of the following: monitors, security guards, or resource officers.
	23. Drugs and weapons are accessible to students within a 20-minute radius of the school.
	24. My school and district have a trained crisis-response team.
	25. More than 35 percent of the students enrolled in my school are from single-parent families or are enrolled in special education.

Scoring Table Page 18

SCORING

Give yourself one point for each time you answered "true," and determine where you fit into the descriptions below.

From 19 to 25 points:

Experienced and realistic. Chances are you either experienced a crisis, or there has been one in your school district. You fully comprehend the need for crisis management planning. Guidelines are probably in place, but not necessarily in a well-defined plan. You have researched the areas of crisis planning and crisis teams. Keep working toward improving your existing policies and guidelines for your crisis team and train your team and staff. Evaluate all existing procedures using a comprehensive approach. This might be the time to request resource agencies review your plan and consult with experts in the field.

From 13 to 18 points:

Thinking, but unprepared. Chances are you believe crises can occur on school grounds, but your school and district have been fortunate enough to have escaped one. You realize the need for crisis planning, and you have general policies about crisis management, but you do not have a comprehensive crisis management plan. Put together a crisis-planning task force and develop written policies and procedures that will become part of your comprehensive plan. Constantly revise the plans you develop.

From 7 to 12 points:

At risk. Chances are you have policies that deal with minor incidents, and your campus is typically quiet. Few if any fights occur; your major concerns relate to tardiness, truancy, and improving standardized test scores. Your staff members believe everything is all right, and whatever happens will be handled. A crisis may be just around the corner. Develop a plan, research other schools' plans, and formulate a crisis team. Read everything you can locate related to crisis management and attend as many seminars as possible.

From 0 to 6 points:

The not-me syndrome. You probably believe crises happen only in other schools, in other districts, or better yet, out of state. You are totally unprepared to deal with a major crisis. Get help immediately! Develop a plan of any kind and review it. Develop a plan for your school without delay--as if your life and your students' lives depend on it.

--Adapted from a survey developed by Melissa Caudle and published in The Executive Educator, November 1994.

What is Your Crisis Management Status?
The next three pages offer checklists that may be
useful in determining your crisis readiness.

Crisis Management Planning Checklist

- ☐ Define crisis for your school and district
- ☐ Decide who will be in charge during a crisis.
- ☐ Select your Crisis Response Team
- ☐ Develop appropriate policies and procedures for handling crisis situations: Before it happens. When it happens. Post-crisis follow-up.
- ☐ Train the Crisis Response Team.
- ☐ Establish a law enforcement, fire department, and EMT liaison.
- ☐ Establish a media liaison and plan for communicating with media.
- ☐ Establish a working relationship with community service providers and develop a list of telephone numbers and contact persons.
- ☐ Create phone trees.
- ☐ Create or reserve space for service providers involved in crisis management and for community meetings.
- ☐ Develop and print forms to assist in crisis management.
- ☐ Develop a plan for emergency coverage of classes.
- ☐ Establish a code to alert staff.
- ☐ Develop a collection of readings and sample letters to parents.
- ☐ Obtain a legal review of crisis response procedures and forms.
- ☐ Conduct practice crisis alerts periodically through the year .
- ☐ Establish procedures for annual in-service of new staff and update/review for all staff.
- ☐ Provide periodic district-wide training of all substitute staff.

STAFF SKILLS INVENTORY EXAMPLE

A FORM SUCH AS THE FOLLOWING CAN BE USED TO INVENTORY SKILLS WHICH MAY BE HELPFUL IN A CRISIS

Name: _____ Room #: _____

Please check any of the following in which you have expertise or training:

Emergency response:

- | | | | |
|--|---|---|-----------------------------------|
| <input type="checkbox"/> CPR | <input type="checkbox"/> EMT | <input type="checkbox"/> Cell Phone | <input type="checkbox"/> CB Radio |
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Grieving children/adults | |
| <input type="checkbox"/> Law Enforcement Source | <input type="checkbox"/> Emergency Management | | |
| <input type="checkbox"/> Critical Incident Stress Debriefing | <input type="checkbox"/> Fire fighting | | |
| <input type="checkbox"/> Critical Incident Procedures Training | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Bi/multilingual Language(s): _____ | | | |

Using information gathered in the inventory above, lists such as the following can be developed:

***STAFF WITH SKILLS IN MEDICAL CARE**

Name	Room #	Training/Certification
_____	_____	_____
_____	_____	_____
_____	_____	_____

***BI/MUTILINGUAL STAFF MEMBERS**

Name	Room #	Languages(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

***STAFF MEMBERS WITH COMMUNICATION TRAINING/EQUIPMENT**

Name	Room #	Languages(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

CRISIS MANAGEMENT "TOOLBOX" EXAMPLE

*Shown below are helpful items to be assembled in advance
and placed in an easily accessible location!*

- ☐ Responsibilities checklist--who does what
- ☐ Faculty/staff roster with (1) emergency phone numbers (2) indicating those with first aid, CPR and/or EMT training
- ☐ School map with location of (1) exits, (2) school phones or other telecommunication equipment, and (3) first aid kits.
- ☐ Blueprints of school building(s), including utilities
- ☐ Map of evacuation route(s)
- ☐ Keys to all doors in the school facility
- ☐ Phone lists:
 - Community Emergency Numbers
 - General emergency number - 911
 - Ambulance
 - Poison Control Center
 - Local Hospital
 - Police Department/Sheriff/State Police
 - Fire Department
 - School Numbers
 - Extension numbers for school security, school health nurse, guidance services and other support staff
 - Other Resource Numbers
 - Home/work telephone numbers of parent networks, school volunteers, local clergy, funeral home directors and other resources previously identified.
- ☐ Student roster including phone numbers for parents
- ☐ Master schedule
- ☐ ID badges, sign-in sheets and resource kits for crisis response team members and community resource people
- ☐ Sample statements/letters for use in notifying faculty, students, and parents about crisis incident
- ☐ Crisis response equipment (such as two-way radios or cellular telephones)
- ☐ Facial tissues

COMPREHENSIVE SAFETY/SECURITY ASSESSMENT REPORT

Below is a checklist that will aid in determining your school safety and security and assist in crisis management development and review.

PHYSICAL COMPONENTS

1. Driveway and Parking Lots

- a) How many driveway/street entrances are there to your campus? _____
- b) How many are marked by a "No Trespassing" sign? _____
- c) Are drives/parking lots clearly marked with directional arrows or signs? YES NO
☐ ☐
- d) Does your campus provide adequate parking spaces for the following:
- | | | |
|-----------|--------------------------|--------------------------|
| Staff? | <input type="checkbox"/> | <input type="checkbox"/> |
| Students? | <input type="checkbox"/> | <input type="checkbox"/> |
| Buses? | <input type="checkbox"/> | <input type="checkbox"/> |
| Visitors? | <input type="checkbox"/> | <input type="checkbox"/> |
- e) Are visitors' parking spaces clearly marked? ☐ ☐
- f) Are visitors' spaces near the main entrance? ☐ ☐
- g) Are parking lots monitored by staff during the beginning and end of school? ☐ ☐
- h) Are speed bumps used to reduce speeding/cruising? ☐ ☐
- i) Do your buses load/unload in a separate area from car riders and staff? ☐ ☐

2. Landscaping Features

- a) Do existing bushes, trees, etc., restrict visibility at entrances/exits to buildings? YES NO
☐ ☐
- b) Does existing landscaping provide hiding places for prowlers and/or intruders? ☐ ☐
- c) Can access to windows or the roof of your building be gained from trees or other structures? ☐ ☐
- d) Is the perimeter of your school fenced? ☐ ☐
- e) Are the playground areas fenced? ☐ ☐
- f) Are all fencing and gates in good condition? ☐ ☐
- g) Can the playground area be easily and directly seen from your school? ☐ ☐
- h) Can the police access all parts of your campus by vehicle? ☐ ☐
- i) Do non-students frequently "cut through" your campus? ☐ ☐
- j) Are your school campus boundaries posted as property of the school district? ☐ ☐

3. Exterior Lighting

- a) Do you have adequate lighting in the following areas: YES NO
- | | | |
|-------------------------------|--------------------------|--------------------------|
| Parking Lots? | <input type="checkbox"/> | <input type="checkbox"/> |
| Building Entrances and Exits? | <input type="checkbox"/> | <input type="checkbox"/> |
| Walkways? | <input type="checkbox"/> | <input type="checkbox"/> |
| Other? _____ | | |

4. Building Exteriors

YES NO

- | | | |
|---|--------------------------|--------------------------|
| a) Is there a primary entrance for visitors? | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Is a route from the parking lot to this entrance clearly marked? | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Is there signage at the entrance directing visitors to the office? | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Must all visitors report to and sign in at the school office? | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Do you limit access to buildings during school hours by locking exterior doors from the outside? | <input type="checkbox"/> | <input type="checkbox"/> |
| f) How many exterior doors remain unlocked from the outside during school hours? _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Do all exterior doors locks and latches work properly? | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Do you have doors where repeat break-ins have occurred?
If so, where? _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Have improvements been made at this location to prevent future occurrences? | <input type="checkbox"/> | <input type="checkbox"/> |
| j) Do you have windows where repeat break-ins have occurred? | <input type="checkbox"/> | <input type="checkbox"/> |
| k) Have improvements been made at this location to prevent future occurrences? | <input type="checkbox"/> | <input type="checkbox"/> |
| l) Do all window locks work properly? | <input type="checkbox"/> | <input type="checkbox"/> |
| m) Is someone designated to lock all the exterior doors at the end of the day?
Who? _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| n) Is someone designated to lock all the windows at the end of the day?
Who? _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| o) Do all staff members have exterior door keys? | <input type="checkbox"/> | <input type="checkbox"/> |
| p) Can access be easily gained to the roof or your building?
If so, how? _____ | <input type="checkbox"/> | <input type="checkbox"/> |

5. Building Interiors

YES NO

- | | | |
|--|--------------------------|--------------------------|
| a) Can classroom doors be secured from the inside? | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Can windows (outside & interior) be covered when needed? | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Is the office area, media center, computer lab and/or cafeteria keyed differently than the exterior door? | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Are spare keys secured? | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Do you have a list of all staff members with school keys? | <input type="checkbox"/> | <input type="checkbox"/> |
| f) If money is left in the building overnight, is it secured? | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Are all interior lights left on at night?
If not, which ones are left on? _____ | <input type="checkbox"/> | <input type="checkbox"/> |

6. Alarm Systems and Cameras		YES	NO
a)	Does your school have an alarm system? Silent alarm? _____ Audible alarm? _____	<input type="checkbox"/>	<input type="checkbox"/>
b)	Does the alarm provide security for:		
	Exterior Doors? _____ How Many? _____	<input type="checkbox"/>	<input type="checkbox"/>
	Office?	<input type="checkbox"/>	<input type="checkbox"/>
	Media Center?	<input type="checkbox"/>	<input type="checkbox"/>
	Computer Lab?	<input type="checkbox"/>	<input type="checkbox"/>
	Cafeteria?	<input type="checkbox"/>	<input type="checkbox"/>
	Classrooms?	<input type="checkbox"/>	<input type="checkbox"/>
	Shop Area?	<input type="checkbox"/>	<input type="checkbox"/>
	Other? _____ (Please list)		
	Other? _____ (Please list)		
c)	Is your alarm system working properly?	<input type="checkbox"/>	<input type="checkbox"/>
d)	Is your fire alarm system working properly?	<input type="checkbox"/>	<input type="checkbox"/>
	Do you have a surveillance camera system at your school?	<input type="checkbox"/>	<input type="checkbox"/>
7. Communications		YES	NO
a)	How many mobile classrooms does your school have? _____		
b)	How many regular classrooms does your school have? _____		
c)	How many mobile classrooms have telephones? _____		
d)	How many regular classrooms have telephones? _____		
e)	Can these phones be used to call outside the school?	<input type="checkbox"/>	<input type="checkbox"/>
f)	How many mobile classrooms have intercoms? _____		
g)	How many regular classrooms have intercoms? _____		
h)	Do you have any classrooms without communications? How many? _____	<input type="checkbox"/>	<input type="checkbox"/>
i)	Do you use walkie talkies and if so, how many? _____	<input type="checkbox"/>	<input type="checkbox"/>
j)	Do you use cellular phones and if so, how many? _____	<input type="checkbox"/>	<input type="checkbox"/>
k)	Do you have a system of codes or alerts for emergencies? If so, briefly describe: _____	<input type="checkbox"/>	<input type="checkbox"/>
l)	Do you have a lock down procedure for emergencies?	<input type="checkbox"/>	<input type="checkbox"/>
m)	If so, when was the last practice date? _____		
8. General Security		YES	NO
a)	Do faculty and staff wear identification badges?	<input type="checkbox"/>	<input type="checkbox"/>
b)	Do visitor(s) wear identification badges while at school?	<input type="checkbox"/>	<input type="checkbox"/>
c)	Does faculty approach visitors without identification?	<input type="checkbox"/>	<input type="checkbox"/>
d)	Did your school have any break-ins two years ago? How many? _____	<input type="checkbox"/>	<input type="checkbox"/>
e)	Did your school have any break-ins last year? How many? _____	<input type="checkbox"/>	<input type="checkbox"/>
f)	Do you have any areas of the campus where repeated thefts occur? Where? _____	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO
g) Emergency drills are practiced throughout the school year	<input type="checkbox"/>	<input type="checkbox"/>
Fire	<input type="checkbox"/>	<input type="checkbox"/>
Earthquakes	<input type="checkbox"/>	<input type="checkbox"/>
Lock down	<input type="checkbox"/>	<input type="checkbox"/>
Other _____		

9. Monitoring

School has adequate staff or volunteers available for monitoring the areas listed below (please indicate by marking "yes" or "no.")

	YES	NO
a) Immediate school neighborhood	<input type="checkbox"/>	<input type="checkbox"/>
b) Parking lots	<input type="checkbox"/>	<input type="checkbox"/>
c) Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>
d) Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
e) Restrooms	<input type="checkbox"/>	<input type="checkbox"/>
f) Hallways	<input type="checkbox"/>	<input type="checkbox"/>
g) Storage Rooms	<input type="checkbox"/>	<input type="checkbox"/>
h) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>
i) Buses	<input type="checkbox"/>	<input type="checkbox"/>
j) School playgrounds	<input type="checkbox"/>	<input type="checkbox"/>
k) Athletic field and grounds	<input type="checkbox"/>	<input type="checkbox"/>

10. Safety Review

School has completed a safety review that includes the following areas:

	YES	NO
a) Immediate neighborhood including commercial areas	<input type="checkbox"/>	<input type="checkbox"/>
b) Parking lot	<input type="checkbox"/>	<input type="checkbox"/>
c) Playground	<input type="checkbox"/>	<input type="checkbox"/>
d) Stadium/athletic fields/courts	<input type="checkbox"/>	<input type="checkbox"/>
e) Out buildings	<input type="checkbox"/>	<input type="checkbox"/>
f) Building exterior/windows	<input type="checkbox"/>	<input type="checkbox"/>
g) Roof	<input type="checkbox"/>	<input type="checkbox"/>
h) Entrances	<input type="checkbox"/>	<input type="checkbox"/>
i) Hallways/Stairwells	<input type="checkbox"/>	<input type="checkbox"/>
j) Storage rooms/closets	<input type="checkbox"/>	<input type="checkbox"/>
k) Rest rooms	<input type="checkbox"/>	<input type="checkbox"/>
l) Office areas	<input type="checkbox"/>	<input type="checkbox"/>
m) Cafeteria/kitchen	<input type="checkbox"/>	<input type="checkbox"/>
n) High value rooms	<input type="checkbox"/>	<input type="checkbox"/>
o) Science/tech lab	<input type="checkbox"/>	<input type="checkbox"/>
p) Fire/Industrial lab	<input type="checkbox"/>	<input type="checkbox"/>
q) Library	<input type="checkbox"/>	<input type="checkbox"/>
r) Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
s) Basement/utility tunnels	<input type="checkbox"/>	<input type="checkbox"/>

ORGANIZATIONAL COMPONENTS		YES	NO
1.	The school has developed its policies with input from schools, parents, students, and community groups.	<input type="checkbox"/>	<input type="checkbox"/>
2.	The school communicates policies and procedures in a variety of ways to ensure that students, parents, community members, and school staff know what they are and understand what they mean.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Staff members understand and implement their roles and responsibilities in fulfilling policies.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Policies comply with federal and state laws, for example, Federal Gun-Free Schools Act and State Weapons Act. (Idaho Code 18-3302D)	<input type="checkbox"/>	<input type="checkbox"/>
5.	Policies cover all school activities that occur on and off school grounds, in school vehicles, and during and after school hours.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The school operates a comprehensive student assistance program. (SAP)	<input type="checkbox"/>	<input type="checkbox"/>
7.	The school employee an effective communication between parents / teachers.	<input type="checkbox"/>	<input type="checkbox"/>
8.	The school conducts systematic health and safety issues training for staff.	<input type="checkbox"/>	<input type="checkbox"/>
9.	There is a student code of conduct that emphasizes the student's responsibility for safe, disciplined, and drug-free behavior; it is communicated in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>
10.	The school ensures that penalties for violations are applied uniformly, fairly, and consistently.	<input type="checkbox"/>	<input type="checkbox"/>
11.	Procedures contain a continuum of consequences that reflect the severity of the violations.	<input type="checkbox"/>	<input type="checkbox"/>
12.	School systematically maintains computerized records on student policy violations.	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school employs a crisis management plan (for example: student deaths, strangers on the grounds, emergency procedures) with clearly defined and communicated roles for all personnel.	<input type="checkbox"/>	<input type="checkbox"/>
14.	The school has developed a system that allows students to make school personnel aware of dangerous, illegal and threatening activities.	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school has adopted an agreement with the local law enforcement agency regarding sharing information and reporting violations of criminal laws.	<input type="checkbox"/>	<input type="checkbox"/>

16. School has policies for the areas shown below:

	Indicate	YES	NO
alcohol, tobacco and other drug use,		<input type="checkbox"/>	<input type="checkbox"/>
possession and sales		<input type="checkbox"/>	<input type="checkbox"/>
assault		<input type="checkbox"/>	<input type="checkbox"/>
bomb threats		<input type="checkbox"/>	<input type="checkbox"/>
bullying/hazing		<input type="checkbox"/>	<input type="checkbox"/>
dealing with media in a crisis		<input type="checkbox"/>	<input type="checkbox"/>
disciplines		<input type="checkbox"/>	<input type="checkbox"/>
dress codes		<input type="checkbox"/>	<input type="checkbox"/>
electronic equipment		<input type="checkbox"/>	<input type="checkbox"/>
excessive absences		<input type="checkbox"/>	<input type="checkbox"/>
truancy		<input type="checkbox"/>	<input type="checkbox"/>
gangs		<input type="checkbox"/>	<input type="checkbox"/>
graffiti clean-up		<input type="checkbox"/>	<input type="checkbox"/>
prescription medication		<input type="checkbox"/>	<input type="checkbox"/>
student harassment		<input type="checkbox"/>	<input type="checkbox"/>
releasing children from school		<input type="checkbox"/>	<input type="checkbox"/>
safety of extracurricular activities		<input type="checkbox"/>	<input type="checkbox"/>
vandalism		<input type="checkbox"/>	<input type="checkbox"/>
weapons		<input type="checkbox"/>	<input type="checkbox"/>

	LEARNING COMPONENTS	YES	NO
1.	The school has developed a regularly-reviewed mission statement, that is developed by and widely shared with staff, students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Students know what is expected of them both academically and Behaviorally. (For example, all children are expected to learn; all people are to be treated with respect.)	<input type="checkbox"/>	<input type="checkbox"/>
3.	Students and staff feel a "sense of belonging to and an involvement with" the schools.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Students and staff generally feel physically and psychologically secure from physical and verbal attacks.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Parents and community members are welcome in the school and work with staff and students to develop a sense of community.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The school employs educators who routinely model empathy, caring, and empowerment of students and respect for others.	<input type="checkbox"/>	<input type="checkbox"/>
7.	The school conducts an on-going evaluation of all aspects of the prevention program and modifies program based on evaluation results.	<input type="checkbox"/>	<input type="checkbox"/>

- | | | YES | NO |
|-----|---|--------------------------|--------------------------|
| 8. | School provides safety programs that utilize students (for example, police/student link, conflict resolution, peer mediation teams, youth court). | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | The school has implemented a culturally and developmentally appropriate prevention curriculum that utilizes skill-training teaching methods and occurs at an effective prevention level. | <input type="checkbox"/> | <input type="checkbox"/> |
| | The curriculum emphasizes the skills indicated below: | | |
| | Social competencies? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Drug resistance skills? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Positive peer influence? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Anti-drug social norms? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Conflict resolution skills? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The school provides counseling services, psychological services, speech and hearing services, nursing /first aid services and social work services to all students. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The school identifies students with social, academic, emotional, substance abuse and health needs and matches them to school and community resources (for example, through a school assistance team). | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | The school has a crisis team available for on-going planning and follow-up for students experiencing difficulties. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | The school offers an educational program for students who have been suspended/expelled from the regular classroom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Staff has access to an employee assistance program (EAP) including support services such as counseling, mental health services and alcohol/drug treatment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | The school provides opportunities for parent education around safety Issues. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | School has a crisis networking system for parents (for example, phone tree). | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | The school provides supervised programs for children before and after school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | School maintains partnerships with community sites, such as businesses, homes, and churches, that could provide safe havens for students going to and from school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Safety issues (violence, gangs, drugs) are addressed by an advisory group that represents parents, business, law enforcement and other community interests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | School/business/community partnerships focus on promoting school success (for example, Adopt-A-School, Renaissance Program, Community Service Learning). | <input type="checkbox"/> | <input type="checkbox"/> |

Adapted from Cumberland County, NC, School System and Franklin County Educational Council, Columbus, OH.

RESOURCES

RESOURCES

CRISIS RESPONSE SERVICES

NOVA CRT (National Organization for Victim Assistance (Crisis Response Team))

The mission of the CRT is to serve as consultants to the leaders and caregivers of a community in severe distress. A CRT consists of service professionals from all over the country, typically including mental health specialists, victim advocates, public safety professionals, and members of the clergy, among others. All team members are volunteers with only their travel and lodging expenses covered by the local community or from donations to NOVA.

NOVA will send a crisis response team to any community in crisis within twenty-four hours of a request. There are three primary tasks the team performs:

1. Helping local decision-makers identify all the groups at risk of experiencing trauma;
2. Training the local caregivers who are to reach out to those groups after the CRT has departed, and
3. Leading one or more group crisis intervention sessions (also known as "debriefings") to show how those private sessions can help victims start to cope with their distress.

See www.try-nova.org or call (800) TRY-NOVA for additional information.

NEAT (National Emergency Assistance Team)

The National Emergency Assistance Team (NEAT)

The National Emergency Assistance Team (NEAT) is part of the National Association of School Psychologists' (NASP) strategic commitment to help schools, families and communities cope with crisis situations. While every school ideally should have the internal capacity to provide appropriate, effective intervention in a crisis, some traumatic events require outside assistance from professionals with specific expertise in crisis intervention. NEAT is comprised of seven nationally certified school psychologists who have had formal training in and direct crisis experience involving manmade and natural disasters. NEAT's role varies according to the needs of each situation, but team members provide services ranging from advice over the phone to joining a crisis management team at the scene when invited. NEAT's mission is to:

1. Provide direct aid and assistance to schools and communities in emergency crisis situations.
2. Promote crisis management preparation and planning.
3. Expand the network of professionals able to lend support to their schools and communities during a crisis event.
4. Train school psychologists and other professionals in crisis preparedness and response.
5. Advocate for safe, healthy schools through legislative and policy initiatives.

To contact NEAT, call (301) 657-0270.

AGENCIES AND ORGANIZATIONS

American Association of Experts in Traumatic Stress

368 Veterans Memorial Highway

Commack, NY 11725

(631) 543-2217 FAX (631) 543-6977

<http://www.aaets.org>

AAETS is a multidisciplinary network of professionals who are committed to the advancement of intervention for survivors of trauma. Their mission is to increase awareness of the effects of these traumatic events and, ultimately, to improve the quality of intervention with survivors. The organization has multiple certification programs, publications, and an international registry.

Agencies and Organizations Resources

American Red Cross

www.redcross.org

1-800-448-3543

The Red Cross has a disaster education kit for grades K-8, Masters of Disaster, that helps schools incorporate important disaster preparedness and response skills into such core subjects as math, social studies, science, and language arts. A three-chapter supplement to the program has been added: Facing Fear: Helping Young People Deal with Terrorism and Tragic Events. The supplement is available for grades K-2, 3-5, 6-8, and 9-12. Each chapter contains four lessons and accompanying activity sheet. The kits are aligned with national curriculum standards and cover such topics as discerning facts within media coverage, introducing international humanitarian laws and principles, and addressing the psychological impacts of disaster. Additional information on the curricula is available from curric@redcross.org

Centers for Disease Control and Prevention

National Center for Injury Prevention and Control

4770 Buford Highway, MS K-60

Atlanta, GA 30341

(770) 488-4646

www.cdc.gov/ncipc/dvp/yvpt/yvpt.htm

A part of the Centers for Disease Control and Prevention, the mission of the Youth Violence and Suicide Prevention Team is to promote implementation of efforts to prevent injuries resulting from assaultive and suicidal behavior through development and dissemination of science-based knowledge, intervention, and prevention strategies, working with public and private organizations. The Center conducts research and program evaluation and disseminates information; excellent website with links to many useful resources. Website contains important information on public health emergency preparedness and response.

Center for Mental Health in Schools

UCLA Dept. of Psychology

P.O. Box 951563

Los Angeles, CA 90095-1563

<http://smhp.psych.ucla.edu>

Operating under the auspices of the School Mental Health Project the UCLA Center for Mental Health in Schools is one of the two national training and technical assistance centers focused on mental health in schools; the other center is at the University of Maryland at Baltimore. The center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

Website includes downloadable information and training materials on school-based crisis management.

Center for Mental Health Services (CMHS)

Emergency Services and Disaster Relief Branch

5600 Fishers Lane, Room, 17C-20

Rockville, MD 20857

www.mentalhealth.org/cmhs/emergencyservices/index.htm

Through an interagency agreement with the Federal Emergency Management Agency (FEMA), CMHS staff helps to ensure that victims of Presidentially declared disasters received immediate, short-term crisis counseling, as well as ongoing support for emotional recovery. CMHS collaborates with FEMA to train State mental health staff to develop crisis counseling training and preparedness efforts in their States.

Agencies and Organizations Resources

Center for the Study and Prevention of Violence

Institute of Behavioral Science, University of Colorado
Campus Box 422, Boulder, CO 80309
(303) 492-8147

www.colorado.edu/UCB/Research/cspv

The Institute provides informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence. CSPV has three main sections: First, the Information House collects research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases. Second, CSPV offers technical assistance for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention. Website has "Blueprints" listing programs demonstrated to be effective in the prevention of violence.

Children's Safety Network

National Injury and Violence Prevention Resource Center
Education Development Center, Inc., Washington DC 20037

PH: (202) 466-0540

FX: (202) 223-4059

www.childrensafetynetwork.org/

Providing information and technical assistance to maternal and child health agencies and other organizations in efforts to reduce unintentional injuries and violence to children and adolescents, Children's Safety Network's services include telephone and on-site consultation, development of written materials based on identified needs of practitioners, and technical assistance to improve efforts to prevent injury and violence. CSN also provides educational, research and resource materials, and serves as a clearinghouse linking injury prevention professionals.

Federal Bureau of Investigation

J. Edgar Hoover Building
935 Pennsylvania Avenue, NW
Washington, D.C. 20535-0001
(202) 324-3000

www.fbi.gov

The FBI is the principal investigative arm of the United States Department of Justice. It has the authority and responsibility to investigate specific crimes assigned to it. The FBI also is authorized to provide other law enforcement agencies with cooperative services, such as fingerprint identification, laboratory examinations, and police training. Website includes information designed for students, teachers, and parents as well as information on counterterrorism.

Federal Emergency Management Agency (FEMA)

P. O. Box 70244
Washington, DC 20024
(202) 646-3484

www.fema.gov

FEMA is an independent agency of the federal government, reporting to the President. Since its founding in 1979, FEMA's mission has been to reduce loss of life and property and protect our nation's critical infrastructure from all types of hazards through a comprehensive, risk-based, emergency management program of mitigation, preparedness, response and recovery. Offers training

Agencies and Organizations Resources

Fema - Continued

on multi-hazard emergency planning for schools. The children's section on the FEMA website includes information about disaster planning for schools and information for teachers about talking to kids about terrorism. There is also a place for kids to e-mail with questions, concerns, and comments.

Hamilton Fish National Institute on Schools and Communities Violence

2121 K Street, NW, Suite 200

Washington, DC 20037-1830

(202) 496-2200

www.hamfish.org

The Institute, with assistance from Congress, was founded in 1997 to serve as a national resource to test the effectiveness of school violence prevention methods and to develop more effective strategies. The Institute's goal is to determine what works and what can be replicated to reduce violence in America's schools and communities. Services include: providing the most current information and analysis about the levels and trends on school violence in the nation; providing comprehensive literature reviews, research papers, and a searchable database for resources on violence prevention topics; consulting on effective strategies and promising model programs for violence prevention; assisting schools to conduct needs assessments for violence prevention and in the evaluation of school violence interventions; and providing assistance to policymakers at the local, state and national level.

Join Together

441 Stuart Street

Boston, MA 02116

(617) 437-1500

(617) 437 -9394

www.jointogether.org

Join Together, a project of the Boston University School of Public Health, is a national resource for communities fighting substance abuse and gun violence. Services include:

Reports, newsletters and community action toolkits; The National Leadership Fellows program which develops, recognizes and supports community leaders (Join Together Fellows); Public policy panels which examine and recommend changes in public policies and practices related to substance abuse; Technical assistance designed to link people nationwide, so that they can share information and resources, and learn from one another; Surveys which help to measure and define the community movement against substance; and JTO Direct delivers information directly to subscribers via email.

Mothers Against Violence in America (MAVIA)

105 14th Avenue, Suite 2A

Seattle, WA 98122

(800) 897-7697 or (206) 323-2303

www.mavia.com

National grassroots network of mothers working to prevent violence by and against children; promote safe schools, homes and communities. Hosts Students Against Violence Everywhere (SAVE), a national, student-driven organization to assist students to find solutions to violence in schools and communities.

Agencies and Organizations Resources

National Association of School Psychologists (NASP)

4340 East West Highway, Suite 402

Bethesda, MD 20814

(301)657-0270

www.nasponline.org

The mission of NASP is to promote educationally and psychologically healthy environment for children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing problem evaluation, and caring professional service.

National Association of School Resource Officers

P. O. Box 40

Boynton Beach, Florida 33425

(561) 736-1736

www.nasro.org

NASRO is a non-profit organization made up of school based-law enforcement officers and school administrators. The association serves as a training organization for school-based police and district personnel and sponsors an annual conference each summer.

Membership is open to school based police and school administration.

National Center for Conflict Resolution Education

Illinois Bar Center

Springfield, IL 62701

(217) 523-7056

(217) 523-7066

www.nccre.org/

The Office of Juvenile Justice and Delinquency Prevention and the Safe and Drug Free Schools Program fund a cooperative agreement with the Illinois State Bar Association to advance NCCRE training and technical assistance. Through this federal project, NCCRE promotes the development of conflict resolution education programs in schools, juvenile justice arenas and youth service organizations. NCCRE provides: information about conflict resolution education curriculum and learning resources; staff to facilitate on-site program planning and development; staff and consultants to facilitate onsite (2-3 days) training; assistance in designing and conducting program evaluation; follow-up technical assistance for program implementation via phone consultation and e-mail.

National Center for Post- Traumatic Stress Disorder (NCPTSD)

(802) 296-5132

www.ncptsd.org

The National Center for Post- Traumatic Stress Disorder was created within the Department of Veterans Affairs in 1989, in response to a Congressional mandate to address the needs of veterans with military-related PTSD. The Center for PTSD has led efforts to study the effects of psychological trauma with involvement in over 500 research studies and 200 educational projects focusing on PTSD and other psychological and medical consequences of traumatic stress. An extensive collection of informational materials for a broad range of audiences is available on the website.

Agencies and Organizations Resources

National Crime Prevention Council

1000 Connecticut Avenue, NW, 13th Floor
Washington, DC 20036
(202) 466-6272

www.ncpc.org/2schvio.htm

NCPC's Mission is to enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur. NCPC is a national, nonprofit educational organization that is the voice for crime prevention; a source of help for individuals, neighborhoods, communities and governments; and the McGruff people. Sponsors "Embedding Prevention in Policy and Practice, a new state-community partnership to prevent the high-risk behaviors that often lead to crime.

National Criminal Justice Reference Service

P.O. Box 6000
Rockville, MD 20849
(800) 688-4252

www.ncjrs.org/recovery

The National Criminal Justice Reference Service has developed a resource for victims, family members, concerned citizens, service providers, and researchers. The Resources for Recovery website features resources for victims and victim service providers, volunteer opportunities, parenting resources, threat assessment and crisis management strategies, and training and technical assistance information for practitioners. NCJRS is one of the largest criminal justice information networks in the world. Website has extensive information on criminal and juvenile justice and drug policy; offers publications, a bi-monthly NCJRS Catalog, and electronic newsletter. Includes searchable abstracts database, full-text publications, and information on grants and funding.

National Education Association

1201 16th Street, NW
Washington, DC 20036
(202) 833-4000

www.nea.org

The NEA has a quite comprehensive Crisis Communications Guide and Toolkit posted on its website at www.nea.org/crisis Includes downloadable forms and information sheets.

Resources

National Emergency Medical Services for Children

EMSC National Resource Center
111 Michigan Avenue, NW
Washington, DC 20010
(202) 884-4927

www.ems-c.org

EMSC is a national initiative designed to reduce child and youth disability and death due to severe illness or injury. Its goals are to ensure that state-of-the-art emergency medical care is available for all ill or injured children and adolescents; that pediatric services are well integrated into an emergency medical services (EMS) system; and that the entire spectrum of emergency services, including primary prevention of illness and injury, acute care, and rehabilitation, are provided to children and adolescents. A federal grant program supports state and local action.

Agencies and Organizations Resources

National Mental Health and Education Center

4340 East West Highway, Suite 402

Bethesda, MD 20814

(301) 657 -0270

www.naspccenter.org/safe-schols/safeschols.htm

The Center is an information and action network to foster best practices in education and mental health for children and families -building upon strengths, understanding diversity, and supporting families. The Center works to provide support for children and families and improve the professional training and practices of school psychologists and pupil service providers. They provide free publications, model programs and resources for parents and educators.

National Organization for Victims Assistance (NOVA)

1757 Park Rd., NW

Washington, DC 20010

(800) TRY -NOV A or (202) 232-6682

www.try-nova.org

The National Organization for Victim Assistance is a private, non-profit, 501(c)(3) organization of victim and witness assistance programs and practitioners, criminal justice agencies and professionals, mental health professionals, researchers, former victims and survivors, and others committed to the recognition and implementation of victim rights and services. Its four purposes are 1) national advocacy, 2) direct services to victims, 3) assistance to professional colleagues, and 4) membership services and activities.

National Resource Center for Safe Schools (NRCSS)

101 SW Main, Suite 500

Portland, OR 97204

PH: (503) 275-0131 (800) 268-2275

www.safetyzone.org/

The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. Safe school strategies range from establishing youth courts and mentoring programs to incorporating conflict resolution education into school programming to enhancing building safety, hiring school resource officers, establishing or expanding before and after-school programming and adopting policies and procedures that are consistent, clear, and developed collaboratively by the school community.

National School Safety Center (NSSC)

4165 Thousand Oaks Blvd., Suite 290

Westlake Village, CA 91362

(805) 373-9977

www.nssc1.org/

NSSC seeks to serve as a catalyst and advocate for the prevention of school crime and violence by providing information and resources and identifying strategies and promising programs which support safe schools for school children. Provides information on school safety programs and activities related to campus security, school law, community relations, student discipline and attendance, and prevention of drug abuse, gangs, bullying and weapons in schools.

Agencies and Organizations Resources

National Youth Gang Center

Institute for Intergovernmental Research
P.O. Box 12729, Tallahassee, FL 32317,
(850) 385-0600
www.iir.com/nygc

NYGC identifies promising gang prevention and intervention program strategies, analyzes gang-related legislation, collects and analyzes statistical data on gangs, collects and reviews gang literature, and coordinates activities of the Youth Gang Consortium, a collection of Federal, State, and local agency representatives who wish to ease gang program development, information exchange, and service delivery between agencies.

National Youth Violence Prevention Resource Center (NYVPRC)

8401 Colesville Road, Silver Springs, MD 20904
(866) 723-3968
(301) 562-1001
www.safeyouth.org/

NYVPRC was established as a central source of information on prevention and intervention programs, publications, research, and statistics on violence committed by and against children and teens. The Resource Center is a collaboration between the Centers for Disease Control and Prevention and other Federal agencies. The Center provides information on youth violence including, prevention and intervention programs, publications, research, and statistics on violence committed by and against young people. The center will also link to private sector resources. Resource Center staff can provide you with information on youth violence, refer you to organizations providing youth violence prevention and intervention services, and link you to technical assistance as well.

Office for Victims of Crime (OVC)

www.ojp.usdoj.gov/ovc
1-800-331-0075

The Office for Victims of Crime is a component of the Office of Justice Programs, U.S. Department of Justice. OVC has established a national toll-free information line for victims and families of victims, staffed by trained mental health professionals to provide crisis counseling. Victims can obtain information about benefits and receive referrals to local resources. OVC has also published OVC Handbook for Coping After Terrorism: A Guide to Healing and Recovery. This handbook provides victims of terrorism with information based on the expertise of mental health professionals, crisis counseling, and victim assistance professionals. The handbook is intended to help victims understand their reactions to an act of terrorism or mass violence. Available free by calling 800-627 -6872 and asking for NCJ190249.

U. S. Department of Education

Safe and Drug-Free Schools Programs

600 Independence Avenue, SW #604 Portals
Washington, D.C. 20202-6123
(202) 260-3954
www.ed.gov/offices/OESE/SDFS/

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools. These initiatives are designed to prevent violence in and around schools, and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related Federal, State and community efforts and resources. There are two main programs: 1) State Grants is a formula grant program that provides funds to state and local education

Agencies and Organizations Resources

Safe and Drug-Free School Programs - Continued

agencies, as well as Governors, for a wide range of school- and community-based education and prevention activities. 2) National Programs carries out a variety of discretionary initiatives that respond to emerging needs. Among these are direct grants to school districts and communities with severe drug and violence problems, program evaluation, and information development and dissemination. Website has information on exemplary and promising programs and key publications on drug and violence prevention, including school safety.

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, publication of the U.S. Secret Service and the U.S.

Department of Education. (May 2002) [http://www.ed.gov/offices/OESE/SDFS/publications/ MS Word<threatassessmentguide.doc> or PDF <threatassessmentguide.pdf>](http://www.ed.gov/offices/OESE/SDFS/publications/MSWord<threatassessmentguide.doc>orPDF<threatassessmentguide.pdf>)

U.S. Department of Justice

Office of Community Oriented Policing Services

1100 Vermont Avenue, NW

Washington, DC 20530

(202) 514-2058

www.usdoj.gov/cops

The Office of Community Oriented Policing Services (COPS) is the Federal office responsible for advancing community policing. Services include:

- Hiring Grants for the COPS Universal Hiring Program and the COPS in Schools program which provides grants for the hiring of officers to fight crime and disorder around schools.

- Promoting innovative approaches to solving crime.

- Training and technical to agencies, officers and communities to implement and sustain community policing.

Additionally, the Regional Community Policing Institutes create partnerships with law enforcement, educational institutions and community partners to provide innovative and specialized training. The COPS website features downloadable funding application kits, the COPS grantee toolbox, and links to key community policing resources.

Virginia Department of Education

Office of Compensatory Programs

Safe and Drug-Free Schools Program

Main Address: P. O. Box 2120

Richmond VA 23218-2120

Street Address: James Monroe Building

101 N. 14th Street

Richmond VA 23219

1-800-292-3820

<http://www.pen.k12.va.us>

The Virginia Department of Education is the state agency providing leadership for public education in Virginia. The Department administers the Safe and Drug-Free Schools and Communities Act (SDFSCA) Programs which are designed to meet the seventh national educational goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs, involve parents and are coordinated with related federal, state and community efforts and resources. Also responsible for administering SDFSCA grants to local school divisions; provides training, technical assistance, and publications related to the prevention of youth violence and substance abuse.

IDAHO RESOURCES

Idaho Department of Education

Safe and Drug-Free Schools Program

Mail Address: P. O. Box 83720, Boise ID 83720-0027

Street Address: 650 West State Street, Boise ID 83702

(208) 332-6960.

<http://sde.state.id.us>

The Idaho Department of Education is the state agency providing leadership for public education in Idaho. The Department administers the Safe and Drug-Free Schools and Communities Act (SDFSCA) Programs which are designed to prevent violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs, involve parents and are coordinated with related federal, state and community efforts and resources. Also administers SDFSCA grants to local school districts; provides training, technical assistance, and publications related to the prevention of youth violence and substance abuse.

Idaho Bureau of Disaster Services

4040 Guard Street, Building 600

Boise ID 83705-5004

(208) 422-3431

Fax: (208) 334-2322

<http://www2.state.id.us/bds/>

Mission:

To save life, limit injury, reduce human suffering, prevent or limit damage to property, wildlife, natural resources, the environment and the economy from the affects of natural and man-caused disasters including terrorism and the use of weapons of mass destruction; to coordinate and administer mitigation, preparedness, response and recovery programs and operations in support of local governments; to coordinate local, state and federal assistance programs to help restore damaged communities to pre-disaster condition.

Training & Exercise Mission Statement:

Support the Bureau's mission by providing the State of Idaho and its jurisdictions with a comprehensive all-hazard emergency management training and exercise program in order to enhance skills, promote communication, and facilitate coordination to protect life, property, and the environment before, during, or after emergencies and disasters.

Idaho Division of Professional-Technical Education

Len B. Jordan Building, Room 324

650 W State Street, Boise ID 83702

P. O. Box 83720, Boise ID 83720-0027

(208) 334-3215

Fax: 208-334-2365

www.pte.state.id.us

The Emergency Services Training Program of the Idaho Division of Professional-Technical Education provides coordination of training of Idaho's emergency service agencies. The goal of EST is to plan, administer and deliver uniform, comprehensive statewide training programs.

Resources

INFORMATIONAL RESOURCES

The following informational resources were compiled by the Eastern Kentucky University Justice and Safety Center as part of a project funded by the National Institute of Justice. Resources listed are from the School Critical Incident Planning- An Internet Resource Directory (2001).

EMERGENCY PLAN DEVELOPMENT

(Resources are Alphabetized by Source)

School Crime Operations Package Software

URL: <http://www.schoolcopsoftware.com>

Source: Abt Associates/National Institute of Justice

Abstract: This web site offers free school and incident mapping software.

Article: Emergency Preparedness Incident Command Simulator (EPICS)

URL: <http://www.hits.astcorp.com/lepics>

Source: Advanced Systems Technology/National Institute of Justice

Abstract: Computer-based simulator for command and control of critical incidents.

Allows rehearsal of emergency operations plans.

A Practical Guide for Crisis Response in Our Schools -A Comprehensive Crisis

Response Plan for School Districts

URL: <http://schoolcrisisresponse.com>

Source: The American Academy of Experts in Traumatic Stress

Abstract: This publication conveys critical information to assist school districts in responding effectively to "everyday crises" as well as school-based disasters.

Recommendations for Safe School Plans

URL: <http://www.colorado.edu/cspv/factsheets/factsheet14.html>

Source: Center for the Study and Prevention of Violence

Abstract: This publication makes recommendations on how to develop a safe schools plan.

School Safety Emergency Procedures Guide

URL: <http://www.state.de.us/dema/EmerProc.htm>

Source: Delaware Emergency Management Agency, Department of Public Safety

Abstract: This online guide includes procedures for assaults, bomb threats, intruder/hostages, weapons/robbery, serious injury/death, and suicide/suicide attempts, among others.

The School Shooter: The Threat Assessment Perspective

URL: <http://www.fbi.gov/publications/school/school2.pdf>

Source: Federal Bureau of Investigation

Abstract: This publication presents a systematic approach to threat assessment and intervention. This model was designed to be used by educators, mental health professionals and law enforcement agencies.

Critical Incident Response Training Program

URL: <http://www.fletc.gov/ssd/cirtp.htm>

Source: Federal Law Enforcement Training Center

Abstract: This site contains information on incident command, site surveys, negotiations, media relations, contingency planning and development training.

Emergency Plan Development Resources

Pre-Planning and Site Survey for Critical Incident Response

URL: <http://www.tidewater.net/~shamou/>

Source: Final Option, Inc.

Abstract: This site contains information on a pre-planning and site survey service.

School Critical Incident Emergency Response Plan

URL: <http://www.rwhamlin.com/schoolplans4.htm>

Source: R. W. Hamlin and Associates

Abstract: Three public school districts in Jefferson County, Washington, are presently involved in development of coordinated emergency response plans. The goal of the project is to integrate internal school emergency plans and protocols with local emergency response agencies.

A Guide for Preventing and Responding to School Violence

URL: <http://www.theiacp.org/pubinfo/pubs/pslc/svindex.htm>

Source: International Association of Chiefs of Police

Abstract: A guide to school violence prevention, threat assessment, crisis planning, major crisis response, dealing with the aftermath, media relations.

360-Degree Imaging

URL: <http://www.ipix.com>

Source: Ipix

Abstract: This site offers 360-degree imaging for site surveys.

Online Digital Technology Works to Make Schools Virtually Safe

URL: <http://www.tacticalvr.com/news.html>

Source: ITG- Interactive Tactical Group

Abstract: Article explaining how interactive 360-degree imaging of schools online assists police, SWAT and rescue teams to plan emergency response.

How to Prepare and Respond to a School-Based Critical Incident

URL: <http://www.time2act.org/archives/051500.html>

Source: Massachusetts State Police

Abstract: The Executive Office of Public Safety, through the Massachusetts State Police and the Department of Fire Services, developed School Emergencies: Community Pre-Planning Guide as a series of questions and recommendations to assist schools and communities in assessing safety of their facilities, and help develop plans to effectively respond to emergencies and afford the greatest protection to students, staff and the general public.

School Crisis Response Plan

URL: <http://www.dps.state.mo.us/home/SchoolCrisisPlan.PDF>

Source: State of Missouri

Abstract: This site includes guidelines and plans for a school crisis. Prepared by experts in law enforcement, crisis counseling, school/safety security, and educators.

Keep Schools Safe: Crisis Management

URL: <http://www.keepschoolssafe.org/cris.htm>

Source: National Association of Attorneys General and National School Boards Association

Abstract: This site includes information on law enforcement's role during crisis situations, as well as general information for law enforcement. Also includes information for parents, students, and school administrators.

Emergency Plan Development Resources

School Crisis Planning: Questions and Answers

URL: <http://www.nasponline.org>

Source: National Association of School Psychologists

Abstract: This site includes articles on school critical incidents from pre-planning to crisis management, skills for crisis responders, follow up activities, and creating safe schools.

Security Checklist

URL: <http://www.campusjournal.com>

Source: Campus Journal

Abstract: This site provides a checklist to assist in the development of an emergency operations plan. More specifically information will include: emergency evacuation, lockdown codes and procedures, crisis intervention and management, emergency threat evaluation, public information and the media, facility surveys, and communications.

Crisis Communication Plan and Tool Kit: Being Diligent-Moving Beyond Crisis

URL: <http://www.nea.org/crisis/b3home.html>

Source: National Education Association

Abstract: This site emphasizes that sustaining healing and establishing a "new normal" is an enormous challenge. It helps identify opportunities to bolster healing and flags trauma-triggers to anticipate.

The Safety Zone

URL: <http://www.safetyzone.org>

Source: National Resource for Safe Schools

Abstract: This site provides information regarding the importance of 1) Understanding a School Threat; 2) Assessing Information; and 3) Case Management.

Safe from Harm -An Online Anthology on School Security

URL: <http://www.asbj.com/security/index.html>

Source: National School Boards Association, American School Boards Journal

Abstract: This site provides school and community leaders with youth violence information and a selection of practical resources on school safety.

School Security Services

URL: <http://www.schoolsecurity.org/>

Source: National School Security Services

Abstract: This site contains information on a national consulting firm specializing in school security and crisis preparedness training, security assessments and related safety consulting for schools.

Guidelines for the Management of Critical Incidents in Schools

URL: <http://alex.edfac.usyd.edu.au/LocalResource/DepartPol/critical.html>

Source: NSW Department of School Education

Abstract: This site contains guidelines for developing a school critical incident plan, conducting risk assessment, response planning, and evaluating the plan.

Team Packet: School Violence & Law Enforcement Response-Lesson Plan & Articles

URL: <http://www.ntoa.org/index2.html>

Source: National Tactical Officers Association

Abstract: This site contains information on rapid deployment, site survey, tactical emergency medicine, and explosives recognition -available on CD or printed copy.

Emergency Plan Development Resources

SRO- School Resource Officer Leadership Program

URI: <http://www.foxvalley.tec.wi.us/ojjdp/sro.htm>

Source: OJJDP, National Center for Missing and Exploited Children, Fox Valley Technical College

Abstract: The purpose of this program is to demonstrate standards of excellence and best practices in the enhanced role of the school resource officers as leaders in planning and maintaining a safe school environment. Topics covered include: leadership role of the SRO in developing and implementing a safe school plan, critical incident planning, school security, identification and utilization of risk and protective factors, and legal issues.

Crisis Communication Plan and Tool Kit: Being Prepared Before a Crisis

URI: <http://www.nea.org/crisis/b1home.html>

Source: National Education Association

Abstract: This site explains how advance thinking and preparation cannot be emphasized enough when preparing with a school critical incident.

Guidelines for the Management of Critical Incidents in Schools

URL: <http://alex.edfac.usyd.edu.au/local Resource/DepartPol/critical.html>

Source: NSW Department of School Education

Abstract: This site contains guidelines for developing a school critical incident plan, conducting risk assessments, response planning, and evaluating the plan.

Violent Intruder: Police and Educators' Response (VIPER) Program

URI: <http://www.ontariopolice.org/viper.html>

Source: Ontario (CA) Police Department

Abstract: The objective of the program is to create a basic response plan for use by law enforcement, school officials, students and the rest of the community in the event that an armed intruder threatens a local school.

Crisis Management

URL: <http://www.osba.org/hotopics/crismgmt/index.htm>

Source: Oregon School Boards Association: Crisis Management

Abstract: This site contains various plans and policys for dealing with a critical incident.

Pierce Responder System

URL: http://www.CO.pierce.wa.us/abtus/ourorg/is/client_server_software_products.htm

Source: Pierce County (WA) Information Services Department

Abstract: The web-based Responder System contains information, floor plans, pictures, and aerial maps of schools and public facilities. The data can be accessed by emergency personnel in the field via wireless modems.

Police Foundation

URL: <http://www.policefoundation.org/pdf/vol3issue2.pdf>

Source: Police Foundation

Abstract: This site provides information on a crime mapping laboratory/mapping in community policing training -creating a tactical plan in preparation for school violence using GIS.

Security Program Development

URL: <http://www.irsafeschools.com/index2.cfm>

Source: Safe Schools

Abstract: The plan and site survey provided on this site makes it possible to effectively evaluate your facility and develop cost-effective solutions that can be implemented in a timely fashion.

Emergency Plan Development Resources

Conducting a Self-Assessment of School Safety

URL: <http://www.aasa.org/publications/sa/1996-02/stephens.htm>

Source: The School Administrator Web Edition, February 1996

Abstract: This site outlines the importance of conducting an annual school safety assessment.

School Violence

URL: <http://www.schoolprotectiveservices.com/new-page-1.htm>

Source: School Protective Services

Abstract: This site provides information on training, seminars and technical assistance designed to teach school personnel, law enforcement professionals, and emergency service providers how to deal with: threat assessment, intervention strategies, emergency planning, and response protocols through seminars, etc.

School Safety Programs

URL: <http://www.li-scope.org/schools/antiviolence.html>

Source: SCOPE

Abstract: This organization offers safe school plans, critical incident planning: Development of a Critical Incident Plan, Tactical Flip Charts, Readiness Service, Training of Clerical and Support Staff, School Monitors and Bus Drivers, and Media and Community Relations.

Safe Orderly Schools Plan

URL: <http://www.tacticalalliance.com/sos.htm>

Source: Tactical Alliance

Abstract: The Safe Orderly Schools Plan includes steps that are crucial to safe school planning - assessment and prevention. The four-part plan takes schools step-by-step, checklist-by-checklist as they develop their own, fully individualized plans.

Classroom Killers? Hallway Hostages?

URL: <http://www.schoolsecurity.org/crisis-book.html>

Source: Kenneth Trump, Corwin Press

Abstract: National school safety and crisis preparedness expert Ken Trump dispels the myths, misconceptions, and hype surrounding the lessons learned from national school violence crises and shifting security threat trends in this new book.

National Threat Assessment Center

URL: <http://www.ustreas.gov/usss/>

Source: United States Secret Service

Abstract: NT AC will develop and provide threat assessment training and conduct operational research relevant to public official, workplace, stalking/domestic, and school-based violence. In addition, NTAC will offer its assistance to organizations interested in developing threat assessment programs.

Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in Schools

URL: <http://www.treas.gov/usss>

Source: United States Secret Service

Abstract: This site contains an analysis of school shooters.

Develop a Plan

URL: <http://www.ussafeschools.org/develop.htm>

Source: US Safe Schools

Abstract: This site includes information on how to develop a security plan and a safety plan.

Emergency Plan Development Resources

Emergency Operations Planning Tools for State Agencies

URL: <http://www.das.state.ut.us/cc/jan2001/planningtools.html>

Source: Utah Department of Administrative Services

Abstract: This site contains information on emergency operations plan development, incident command, planning for active shooters, hostage situations, bombs, and bomb threats.

RECOVERY RESOURCES ***(Resources are Alphabetized by Source)***

Providing Critical Incident Stress Debriefing (CISD) to Individuals and Communities in Situational Crisis

URL: <http://www.aaets.org/arts/art54.htm>

Source: Joseph A. David, Ph.D., LL.D (hon.), B.C.E.T.S., F.A.A.E.T.S.

Abstract: This site reviews the importance of Critical Incident Stress Debriefing, NOVA (National Organization for Victim Assistance), and CISD key points.

Domestic Terrorism Concept -FEMA

URL: <http://www.fema.gov/r-n-r/conplan/>

Source: Federal Emergency Management Agency

Abstract: This site contains the United States Government Interagency Domestic Terrorism Concept of Operation Plan.

Responding to School Violence -After a Crisis

URL: <http://www.theiacp.org/pubinfo/pubs/pslc/svaftercrisis.htm>

Source: The International Association of Chiefs of Police (IACP)

Abstract: This site contains a guide for preventing and responding to school violence after a crisis. Section six(6) describes the recovery process following a school crisis.

National Emergency Assistance Team (NEAT): Helping Schools, Families, Communities, Cope with Crisis.

URL: <http://www.nasponline.org/NEAT/index.html>

Source: National Association of School Psychologists

Abstract: "The National Emergency Assistance Team (NEA T) is part of the National Association of School Psychologists (NASP) strategic commitment to help schools, families and communities cope with crisis situations." (Includes information about NEAT - its purpose, goals, etc.)

Death: Dealing with Crisis at School; Crisis Follow-up Activities; Schoolyard Tragedies: Coping with the Aftermath

Url: <http://www.nasponline.org>

Source: National Association of School Psychologists

Abstract: This site contains articles on school critical incidents from pre-planning to crisis management, skills for crisis responders, follow-up activities, and creating safe schools.

School Violence: Are You Prepared to Respond?

URL: <http://www.ncvc.org/newsltr/schvio.htm>

Source: Trudy Gregorie, Director of Training, National Center for Victims of Crime

Abstract: This article explains the need for preparedness and outlines components of emotional first aid in the aftermath of a critical incident.

Recovery Resources

NOVA- National Organization for Victim Assistance

URL: <http://www.try-nova.org>

Source: NOVA

Abstract: The NOVA website provides information on victim assistance, how to get help, resources for victims/survivors, crisis response specialists, as well as information on crisis intervention.

Trauma Center Community Services

URL: <http://www.traumacenter.org/commservs.html>

Source: The Trauma Center Community Services

Abstract: This group provides "unique school and community- based trauma recovery services to children, adolescents, and their adult caretakers." Their goal is to decrease the negative effects of maltreatment and exposure to critical incidents on children and youth.

Posttraumatic Stress Disorder

(Resources are Alphabetized by Source)

Critical Incident Stress Management

URL: <http://www.9-1-1-magazine.com/info/resources/0799linksAndRes.html>

Source: 9-1-1 Magazine

Abstract: This site lists books and other resources related to critical incident stress management.

Traumatic Stress Resources

URL: <http://www.aaets.org/trresp.htm>

Source: The American Academy of Experts in Traumatic Stress

Abstract: This site offers links to many articles related to traumatic stress stemming from a variety of violent incidents.

American Counseling Association

URL: <http://www.counseling.org/consumers-media/>

Source: American Counseling Association

Abstract: This site provides information on five(5) ways to cope with a crisis situation and ten(10) ways to recognize Post Traumatic Stress Disorder.

International Critical Incident Stress Foundation, Inc.

URL: <http://www.icisf.org/>

Source: The International Critical Incident Stress Foundation, Inc. (ICISF)

Abstract: This site contains information on the prevention and mitigation of disabling stress through the provision of: education, training, and support services for all emergency service professions.

Resources

SELECTED ONLINE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools

National Institute of Justice, 1999

<http://www.ncjrs.org/school/178265.pdf>

Behavioral Interventions: Creating a Safe Environment in our Schools

National Mental Health Education Center, 1999

<http://www.naspweb.org/center/pdf/nmhec.pdf>

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action

National Center for Injury Prevention and Control, 2000

<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>

A Blueprint for Safe Schools

Center for the Study and Prevention of Violence, 2001

[http://www.colorado.edu/cspv/factsheets/Blueprint for Safe Schools.htm](http://www.colorado.edu/cspv/factsheets/Blueprint%20for%20Safe%20Schools.htm)

Blueprints: A Violence Prevention Initiative

Office of Juvenile Justice and Delinquency Prevention, 1999

<http://ojjdp.ncjrs.org/pubs/fact.html#fs99110>

Blueprints for Violence Prevention

Office of Juvenile Justice and Delinquency Prevention, 2001

<http://www.ncjrs.org/pdffiles1/ojjdp/187079.pdf>

Combating Fear and Restoring Safety in Schools

Office of Juvenile Justice and Delinquency Prevention, 1998

<http://www.ojjdp.ncjrs.org/pubs/violvict.html#167888>

Early Warning, Timely Response: A Guide to Safe Schools

U.S. Department of Education, 1998

<http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

Effective Comprehensive Prevention Programs: A Planning Guide

Northwest Regional Educational Laboratory, 1996

http://www.nwrac.org/pub/library/e/e_effective.pdf

Families and Schools Together: Building Relationships

Office of Juvenile Justice and Delinquency Prevention, 1999

<http://ojjdp.ncjrs.org/pubs/delinq.html#173423>

Great Ideas for Safe Schools

California Attorney General and State Superintendent of Public Instruction, 2001. <http://www.cde.ca.gov/spbranch/safety/greatideas.pdf>

Guide for Preventing and Responding to School Violence

International Association of Chiefs of Police, 1999

<http://www.theiacp.org/pubinfo/pubs/pslc/schoolviolence.pdf>

How Students Can Avoid School Victimization

Center for the Study and Prevention of Violence 2001

[http://www.colorado.edu/cspv/factsheets/Student Victimization.htm](http://www.colorado.edu/cspv/factsheets/Student%20Victimization.htm)

Resources

Selected Online Publications

Introduction to NBC Terrorism: An Awareness Primer and Preparedness Guide for Emergency Responders

Disaster Preparedness and Emergency Response Association (DERA). October 2001. <http://www.disasters.org/dera/library/Heyer WMD.pdf>

Overview of Strategies to Reduce School Violence

ERIC Clearinghouse on Urban Education, 1996
<http://eric-web.tc.columbia.edu/digests/dig115.html>

Preventing School Violence: Plenary Papers of the 1999 Conference on Criminal Justice

Research and Evaluation-Enhancing Policy and Practice Through Research, Volume 2, National Institute of Justice, 2000
<http://www.ncjrs.org/pdffiles1/nij/180972.pdf>

Preventing School Violence: A Practical Guide to Comprehensive Planning

Indiana Education Policy Center, 2001
<http://www.indiana.edu/~iepc/welcome.html>

Preventing Violence the Problem-Solving Way

Office of Juvenile Justice and Delinquency Prevention, 1999
<http://www.ojjdp.ncjrs.org/pubs/violvict.html#172847>

Probing the Roots and Prevention of Youth Violence

Education Vital Signs, 1998
<http://www.asbj.com/evs/98/schoolsafety .html>

Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence

Prevention Strategies
Northwest Regional Educational Laboratory , 2000
http://www.nwrac.org/pub/library/r/r_rebuild.pdf

Recommendations for Safe School Plans

Center for the Study and Prevention of Violence, 1998
<http://www.colorado.edu/cspv/factsheets/factsheet14 .html>

Safe Communities-Safe Schools: Creating a Crisis Plan

Center for the Study and Prevention of Violence, 2001
<http://www.colorado.edu/cspv/factsheets/SCSS Crisis Plan.html>

Safe Communities-Safe Schools: Discipline Codes

Center for the Study and Prevention of Violence, 2000
<http://www.colorado.edu/cspv/factsheets/disciplinecodes.html>

Safe Communities-Safe Schools: What is a Safe School?

Center for the Study and Prevention of Violence, 2001
<http://www.colorado.edu/cspv/factsheets/SCSS What is Safe School.html>

SafeFutures: Partnerships to Reduce Youth Violence and Delinquency

Office of Juvenile Justice and Delinquency Prevention, 1996
<http://www.ojjdp.ncjrs.org/pubs/fact.html#fs-9638>

Resources

Selected Online Publications

Safeguarding Our Children: An Action Guide

U.S. Department of Education and U.S. Department of Justice, 2000

<http://www.ed.gov/offices/OSERS/OSEP/ActionGuide/>

A Safe Learning Environment for Every Vermont Student: Community-Wide

Approaches to School Violence

Vermont National Education Association, 1998

<http://www.vtnea.org/violence.htm>

Safer Schools: Strategies for Educators and Law Enforcement to Prevent Violence

National Crime Prevention Council, 2001

<http://www.ncpc.org/eduleo.htm>

Safe School Planning

Center for the Study and Prevention of Violence, 2001

<http://www.colorado.edu/cspv/factsheets/factsheet4.html>

School and Community Interventions to Prevent Serious and Violent Offending

Office of Juvenile Justice and Delinquency Prevention, 1999

<http://www.ncjrs.org/pdffiles1/ojjdp/177624.pdf>

The School Shooter: A Threat Assessment

Federal Bureau of Investigation, 2000

<http://www.fbi.gov/publications/school/school2.pdf>

School Strategies for Increasing Safety

Institute for Urban and Minority Education, 2000

<http://iume.tc.columbia.edu/choices/briefs/choices06.html>

Stand Up and Start a School Crime Watch!

Office of Juvenile Justice and Delinquency Prevention, 1999

<http://www.ncjrs.org/pdffiles/94601.pdf>

Ten Steps to Safer Schools

American School Board, 1998

<http://www.asbj.com/security/contents/0398stephens.html>

Warning Signs: A Violence Prevention Guide for Youth

MTV and the American Psychological Association, 1999

<http://helping.apa.org/warningsigns/index.html>

What Works in Youth Violence Prevention

Virginia Youth Violence Project, 1999

<http://curry.edschool.virginia.edu/curry/centers/youthvio/subpages/current/special/truewhatworks.html>

Resource Guide for Crisis Management in Virginia Schools

Virginia Department of Education, Office of Compensatory Programs

Safe and Drug-Free Schools Program, April 2002

<http://www.pen.k12.va.us>

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Dr. Marilyn Howard
Superintendent of
Public Instruction

Idaho State Department of Education
Claudia Hasselquist, Coordinator
School Climate/Discipline
P. O. Box 83720
Boise, ID 83720-0027
(208) 332-6960
www.sde.state.id.us/Safe